

GRADUATE DIPLOMA IN INTERNATIONAL EDUCATION

Introduction

With the rapid growth of the Christian education movement, the need for highly trained Christian educators in private schools, churches, and Christian schools has increased. BCI has developed this course of study to prepare educators for effective ministry in this vital area. There is a great call and need to equip Christian educators not only with mission-related knowledge and skills, but also with a repertoire of skills that are needed in the global world.

This program is designed to equip candidates with the relevant skills to connect with students via education within the framework of Christian principles. The program will develop students for the change and transformation within the educational organization. They will be trained to participate and lead in the various aspects of decision-making process in school administration.

Course Modules

1. Teaching as a Calling
2. Spirit Empowered Living
3. Christian Apologetics
4. World View & Philosophy of Education
5. Cross Cultural Communication
6. Curriculum Design and Innovation
7. Assessment and Evaluation in Education
8. Instructional Methods and Strategies
9. Educational Psychology
10. Counselling and Mentoring
11. Action Research Project
12. Teaching Practice and Workshop

Admission Requirements

Prerequisites:

Candidates with a passion for teaching and strong Christian values. In addition, applicants should possess the following entry qualifications:

- At least 18 years of age
- University Degree in any discipline; or Diploma (with at least 2 years working experience)



Our Vision:

To be a premium institution empowering individuals and transforming lives.

Our Mission:

Prime every learner for success through value-driven education.

Our Culture:

Providing education from our heart is the core spirit and soul of BCI. We would honour the undertaking work we do, hungry to succeed and passionate to achieve; we embrace the unknown, fearlessly taking risks, confident in our ability to deliver results. We tenaciously persevere, surmounting obstacles with grit and determination. We delight in presenting premier quality in all we offer. A true team, we work together to routinely please our customers, surpass our record achievements, and drive our organization to greater success. Like a family, we are united by an unspoken pledge, bound by our convictions. Above all, we find joy in our work, and in serving the college and our customers.

English Language Requirements

For Graduate Diploma in International Education (English)

- IELTS (International English Language Testing System) score of 5.5 overall; or obtained a pass in GCE ‘O’ level English or equivalent; or > 50% in the Barclyne College International English Proficiency Test

For Graduate Diploma in International Education Mandarin

- Obtained a Pass in GCE ‘O’-level Chinese or equivalent

Name of Award

Graduate Diploma in International Education

Awarding Body

Barclyne College International

Course Mode and Schedule

Full time / Part time

Full time: 5 days a week, 3 contact hours per day

Part time: 3 days a week, 3 contact hours per day

Course Duration

12 months; Full time and Part time

Delivery Mode: Lectures, discussion strategies, demonstration, role play, individual and group presentation, quiz, questioning, research and case studies.

Location

Barclyne College International, 62 Cecil Street #03-00 TPI Building Singapore 049710

Fee Structure

	Full Time	Part Time
Application Fee *	S \$ 500	S \$ 500
Course Fee	S \$ 9,800	S \$ 7,840
Materials Fee	S \$ 400	S \$ 400
Textbook Fee	S \$ 600	S \$ 600
Internal Examination Fee	S \$ 100/subject	S \$ 100/subject
Admin Fee	S \$ 800	S \$ 800
Total Fees	S \$ 13,000	S \$ 11,340

All prices are subject to prevailing Goods & Service Tax (GST). Please refer to the official **fee table** for a detailed breakdown.
College will provide FPS Insurance, Life/Accident & Medical Insurance and Guarantor Fee for Banker's Guarantee (if any) for free.

* Application Fee paid is not refundable.

Modes of Payment

Cash, NETS, cheque (payable to Barclyne College International) or telegraphic transfer (not applicable for miscellaneous fees).

Fee Collection Hours

Monday – Friday: 10:00 a.m. to 05:00 p.m. **except public holidays**

Withdrawal/Deferments

Applications to withdraw or defer from a course must be made in formal written form to Barclyne College International. For refund process and the amount for refund, please refer to the college's Refund Policy at www.barclyne.edu.sg.

Student Fee Protection Scheme

The college has adopted insurance facility to provide full protection on all course fees paid by all students under the EduTrust Certification Scheme. The college has also in place, as required under the EduTrust Certification Scheme, a Medical Insurance Scheme for all its students. For more information on EduTrust Certification, please visit the college website at www.barclyne.edu.sg.

Scheduled holidays

Refer to BCI Academic calendar and Public Holidays calendar announced by Ministry of Manpower (MOM) at www.mom.gov.sg. For more information, please contact our Education Consultants at (65) 6100 1995.

Manner of Teaching

Lectures, tutorials, discussion strategies, presentations, quizzes, research project, and case studies.

Average Teacher-Student Ratio

Lecture - 1:25

Tutorial – 1:25

Note: Number of students in a classroom is subject to permitted seating capacity.

Module Contents

1. Teaching as a Calling

This unit designs to help you see and understand your teaching as a calling, a ministry, and not just a job you are doing for the school/institution. Further, it seeks to reflect on what it means to be a teacher and perhaps dispel some of the myths and misperceptions people have about teachers and teaching. Next, it provides information on some of the knowledge, skills, and tools that can help teachers faithfully carry out their teaching.

2. Spirit Empowered Living

This unit emphasizes the importance of the Holy Spirit in the life of the believer and the fact that God is still in living commerce with people, working supernaturally through healing and the gifts of the Spirit. It introduces basic Christian Spirit-Filled beliefs through a topical study on the major themes of the Bible. These beliefs are taught from an interdenominational and charismatic point of view to demonstrate that the relevance of Biblical truths is not only for what Christians believe and say but also for what Christians do in Spirit-empowered living.

3. Christian Apologetics

The unit prepares students with many reasons they need to get prepared in defending their faith. The module is arranged with the linear learning method in mind – with topics build upon each other, starting with an acknowledgement of the cultural attack and eventually culminating in why Christianity is the Only Rational Faith possible to answer our common spiritual dilemma.

4. World View & Philosophy of Education

Education, as defined by American scholar and biblical thinker Noah Webster, “comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, form the manners and habits of youth, and fit them for usefulness in their future stations.” Webster’s definition is itself a demonstration of the chief aim of Christian education—a biblical world view. The Apostle Paul, in his treatise on the value and authenticity of Scripture, explains that “All Scripture is inspired by God and is useful for teaching, for correction, for reproof, for training in righteousness, so that the man of God may be adequate, equipped for every good work.” (II Timothy 3:16-17). This scripture and definition reveal the very heart of education and form the foundation for the philosophy of education in this unit.

5. Cross Cultural Communication

This course is about communication across different cultures (i.e. cross-cultural communication) and communication between different cultures (i.e. intercultural communication). It is not about cultures per se as is Cultural Anthropology. Students become attuned to the values, beliefs, and assumptions they hold generally and about communication specifically as they interact with people unlike themselves. The course combines theory and research from a social science perspective and a Christian worldview with the hope that students may grasp the challenge of communicating Christ in another culture. The course involves application of concept, both in class and out of class, by way of activities, simulations, and interaction with people of other cultures.

6. Curriculum Design and Innovation

This unit investigates curricular models and their features, with a focus on how curricular design promotes learning in K-12 settings. Special emphasis is placed on technology-enabled curriculum, in the area of learning environments design and curriculum's role in innovation.

7. Assessment and Evaluation in Education

This unit offers opportunities for students to develop their understanding of curriculum evaluation and assessment by exploring: International and regional trends and rationales for curriculum evaluation and student learning assessment; Types and methods of curriculum evaluation and student assessment; Approaches to the restructuring of evaluation and assessment systems.

8. Instructional Methods and Strategies

This unit is designed to help teachers use various teacher-directed and student-centred strategies to increase students' involvement in and responsibility for their own learning. It covers topics on how to engage students with challenging contents and appropriate teaching methods through planned learning activities.

9. Educational Psychology

This unit covers both theory and practice. Focusing upon applying the principles of psychology and research to the practice of teaching, the ultimate goal is the understanding and improvement of instruction. Prospective teachers and other professionals in training who will interact with students need to understand how students learn and how that learning varies and is affected by each student's context, culture, and development. This course focuses on the effective application of psychological concepts and principles in the learning and instructional processes; the development of teaching methods, knowledge and skills; and perspectives which enhance learning environments.

10. Counselling and Mentoring

The unit provides an introduction to the disciplines of counselling and mentoring which reside in educational sector that has experienced significant importance in the past decade. Students will develop not only knowledge concerning the disciplines of counselling and mentoring, but also the skills they will need in order to build effective helping relationships with prospects.

11. Action Research Project

This unit is designed to enable learners to become confident using research techniques and methods. It addresses the elements that make up formal research including the proposal, a variety of research methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must also understand the theory that underpins formal research.

The actual research depends on the learner, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas from within the programme to form a holistic piece of work that will make a positive contribution to the learner's area of interest. Learners should seek approval from their tutors before starting their research project.

12. Teaching Practice and Workshop

This workshop enables student teachers to acquire beginning teaching competencies and is a requirement of the course. The purpose of the practicum is to help prepare student teachers for the realities of student teaching by providing them with a clear understanding of the contexts for schooling.

The practicum plays a major role in bringing theory and practice but beyond that it offers the context for student teachers to develop their personal teaching competence and acquire and develop the knowledge of teaching and professional content knowledge of teachers. It is through the practicum experience that student teachers develop important professional knowledge and values of teaching as well as soft skills of interpersonal sensitivity and problem-solving – all of which are important traits that would see them through their professional lives. In addition, practicum teaches soft skills such as independent problem-solving, working collegially with fellow staff teachers and developing professional values and attitudes.

Mode of Assessment and Grading

The course is assessed by coursework and/or written examinations. Each module is internally assessed and graded by qualified lecturers/ Assessors and Internal Verifiers.

Grades awarded are **Pass, Credit, Merit, and Distinction**.

Grading Scheme:

Grade	Range of Marks
Distinction	80 and above
Merit	70-79
Credit	60-69
Pass	50 – 59
Fail	49 and below

Final Assessment Dates

Teachers will brief students at the beginning of each module regarding assessment dates and other relevant matters.

Expected Date of Release of Results

Within a month of final assessment date.

Course Commencement Date & End Date

	2018			
Intake	January	April	July	October
Commencement Date	02 Jan 2018	01 April 2018	02 July 2018	01 Oct 2018
End date	31 Dec 2018	29 March 2019	30 June 2019	30 Sep 2019

Note:

- 1) BCI has the right to cancel an intake if the minimum number of students enrolled is less than 5 for any course. For withdrawal and refund policies, please refer <http://www.barclyne.edu.sg/en/general/page/922> for details.
- 2) Teachers will brief students at the beginning of an intake regarding all critical course information such as course contents, assessment details and other academic matters.

Graduation Requirements

Students will receive a Barclyne Certificate of Competence upon completion of each module with a minimum passing grade of 50%. Upon completion of all relevant modules successfully, students will be awarded the **Graduate Diploma in International Education**.

Attendance Requirements

As per ICA regulations, international students are required to achieve at least 90% attendance every month and not be absent for 7 consecutive days or more without any valid reason.

Students who do not require ICA's student's pass are required to achieve at least 75% attendance rate. Only medical certificates are accepted as proof for absenteeism. Any other documents would be accepted on a case-by-case basis with full justification acceptable by ICA.

Lecturers

For updated information on lecturers deployed to teach the modules, please refer to www.barclyne.edu.sg.

#All information is correct at the time of print and is subject to change without prior notice. Please check with our Education Consultant at **+65-6100 1995 / +65-6225 8977 / +65-6372 1157 / QQ: 648333439** for detailed information and updates.